

# THE KEY REPORTER

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VOL. XVII • NO. 1  
WINTER • 1951-52

THE PHI BETA KAPPA NEWS MAGAZINE





# ANNIVERSARY PROGRAMS



John Heath, president of the first chapter of Phi Beta Kappa

On December 5, Phi Beta Kappa will celebrate the 175th anniversary of its founding in 1776 at the College of William and Mary in Williamsburg, Virginia.

The Senate of the United Chapters will meet in Williamsburg on November 30 and December 1 to join with the chapter at William and Mary in observing the anniversary. The chapter has arranged a program of festivities which includes an initiation meeting for newly-elected members of the chapter, a Phi Beta Kappa oration and a poem, and a banquet meeting.

Phi Beta Kappa chapters and associations throughout the country are planning to commemorate the founding of Phi Beta Kappa with appropriate exercises this year. As we go to press, they report the following plans:

*The University of Alabama* plans to combine recognition in December of the 175th anniversary of Phi Beta Kappa and the centennial of the founding of the chapter. The program will include the initiation of new members, a banquet, and an address by a guest speaker. There will also be briefer talks on the history of the chapter and the Society.

*The Amherst, Massachusetts, Association* plans to invite the chapters at *Amherst, Mt. Holyoke* and *Smith* to attend a public lecture with Professor Moses Hadas, Associate Professor of Greek and Latin of Columbia University, as speaker.

*The Greater Boston Association* and the chapters at *Boston University, Harvard, Radcliffe, Tufts* and *Wellesley* are planning a joint anniversary meeting on December 5. Members of Phi Beta Kappa living in greater Boston who are interested in participating are requested

to obtain detailed information about the meeting by writing Mr. Malcolm E. Agnew at Boston University, 725 Commonwealth Avenue, Boston 15, Mass.

*Brown University* will observe the anniversary by presenting a speaker at a public gathering. It will also hold an exhibition, prepared by Professor William T. Hastings, of materials in the local archives pertaining to Phi Beta Kappa.

*Bucknell University* will celebrate with an opening meeting on December 5, at which the retiring president, C. Willard Smith, will give an address on Matthew Arnold.

*The University of California* at Berkeley and the chapters at *Mills* and *Stanford* are planning a joint celebration with *The Northern California Association* at the time of the anniversary.

*The University at California* at Los Angeles is arranging a banquet with a speaker. The chapter will also establish a scholarship fund for Phi Beta Kappa seniors entering graduate school.

*The Chicago Association* is planning to hold an anniversary dinner and annual meeting on December 4. A social hour will be followed by dinner, after which a special musical program is planned. Following a short business meeting, the Association will present its annual Distinguished Service Award to Kenneth F. Burgess, president of the Board of Trustees of Northwestern University, for his outstanding contributions in the fields of education and business. Following the presentation of the award, Mr. Burgess will give an address.

*The University of Cincinnati* plans to sponsor an address by Dr. Y. P. Mei, Professor of Philosophy and Dean of the College of Arts and Letters, Yenching University, China, on the evening of December 7. Members of the chapter will receive special invitations, but the meeting will be open to the public. Dr. Mei, a member of the Cultural Mission to America, 1945-46, is the author of several books, including "Essays in East-West Philosophy."

*Dartmouth College* plans to postpone its annual fall initiation meeting to December 5. A member of the chapter will give a brief history of the Dart-

## NEW QUARTERS

The offices of the United Chapters of Phi Beta Kappa moved on October 1 from 415 First Avenue, New York, to quarters in Phi Beta Kappa Hall in Williamsburg, Virginia.

The United Chapters, as well as the two publications put out by Phi Beta Kappa, *THE AMERICAN SCHOLAR* and *THE KEY REPORTER*, occupies the second floor of Phi Beta Kappa Hall, built in 1926 with funds set aside by the Phi Beta Kappa Foundation in honor of the fifty founding members of the Society.

Phi Beta Kappa Hall is situated on the campus of the College of William and Mary where the first chapter of the Society was founded.

mouth chapter and of the founding of the Society at William and Mary.

*The Drake University* chapter and the *Des Moines Association* plan to celebrate the anniversary with a joint dinner meeting, preceded by the initiation of the chapter's new members.

*The Emory University* chapter and the *Georgia Association* plan to celebrate the anniversary jointly at a dinner meeting in the Alumni Building at Emory on December 5. The principal speaker will be Dr. Theodore H. Jack, president of Randolph-Macon Woman's College.

*The Essex County Association* in New  
(Continued on page 9)



Key made by Leander Elma Wakefield, Yale, 1842, he being too poor to buy one



# The Liberal Arts and Sciences

## ...Luxury or Staple?

By Harry J. Fuller

*Professor of Botany  
at the University of Illinois*

THOSE of us who have pursued the intellectual delights and comforts of the liberal arts and sciences and who have at least occasionally caught up with them might well ask ourselves at midcentury whether these arts and sciences are on the wax or the wane, whether they are staples or luxuries in our educational world and in our post-college lives. Certainly the whirling spindles, the meshing cogs, and the ever-expanding energy sources of our time have appeared to disrupt the leisure and peace which are prerequisite to the florescence of the liberal studies. Although the machine age has released men from the bondage of twelve-hour and fourteen-hour work days and has thus given them added hours of freedom in which they might with self-ennoblement explore the liberal studies, it has simultaneously nullified in large degree this precious boon through its gift of mechanical devices to fill those leisure hours: the radio, television, and the movies in particular. To this erosion of the unencumbered quiet leisure essential to the profitable pursuit of the liberal studies must be added another effect of our contemporary scientific, mechanical age, namely, the increased demands which it makes upon the professional training of college and university students. The total volume of our knowledge is now so great that contemporary students can no longer within the time limits of traditional curricula garner the basic principles and facts deemed indispensable to professional careers. Within the past two decades, the formal medical training period in our great universities has been increased from six to seven to eight years. Colleges of engineering with increasing frequency are extending their curricula from the traditional four years to five years, colleges of law are following the same trend, and in other

fields of knowledge, a fifth year of college work, usually leading to the master's degree, is strongly recommended when it is not actually required.

It would appear at first view that such extension of formal educational periods in the preprofessional and professional curricula of our colleges and universities might have eased the tremendous pressure on students in these curricula and might have thus provided at least slightly increased opportunities for registration in liberal studies, but this has not invariably been the result. Rather, the increased time provided by lengthened college residence has often been quickly followed by an orgiastic spawning of new courses in professional subjects, with the result that preprofessional students, sentenced to a longer college career, have had the lacunae in their programs filled with added courses in swine husbandry, advanced concrete design, recent advances in ceramic glazes, rickettsial diseases, St. Swithin's itch, supreme court decisions in Mississippi in the 1930s, and intermediate sanitary facilities in the public schools.

Professors of the liberal arts and sciences have in many collegiate institutions observed the inroads of such expanded professional courses upon their fields and have privately bemoaned their losses. Or, at the annual meetings of their learned societies, they have taken time out from the contemplation of the squirrel in Greek literature and his influence upon La Rochefoucauld or from their exchanges of information upon the pteridophyta of inner Cambodia, to commiserate with their fellow professors over the suspension of foreign language requirements, the reduction in history requirements, and the replacement of standard introductory courses in the pure sciences by survey science courses (no laboratory work, three movies per week, demon-

strations guaranteed to be spectacular, and examinations which require no writing).

Thus two tendencies in our contemporary life have contributed to the weakening of the liberal studies: first, the extreme complexity of a mechanistic milieu which is not particularly hospitable to such studies; second, a consequent or a concomitant of the first, the increased demands of preprofessional and professional training upon the time and the energies of students. Supporters of the liberal studies might as well face patiently and calmly the facts that in physically expanding, mechanistic civilizations, the philosophy of *carpe diem* is likely to be the prevalent one, that the chiefly intangible values of the liberal studies will at best directly influence only a relatively small fraction of the total population, and that bread and circuses will remain the large concern of the majority. If the liberal studies can be kept alive in such a civilization as ours, even though they may impinge directly upon the lives of only a small percentage of the population, then they will be significant in preserving the human-ness of human life and in maintaining those values which set us off from the ants and the bees. I do not mean to suggest that students of the liberal arts and sciences should abandon their efforts to expand and export their learning in our contemporary life; I mean simply that, in the face of competition from the radio, television, cinema, motor cars, picture magazines, and "comic" books, their efforts are likely to achieve boom proportions and that their commodities are likely to be generally regarded as luxuries. The conception held by a large part of our citizenry that liberal studies are in the main a luxury was exemplified, unwittingly no doubt, by a local bookstore which a few days ago arranged a window display under a large sign "Escape Window". Attracted by this rather unusual caption, I stopped for a brief look and found in the window a collection of books which could generally be classified under the heading of liberal studies: fiction of the better contemporary English and American authors, volumes of poetry, works on the theatre and music, philosophical



excursions, and volumes of science, natural history, and travel. The moral of the display was that these were avenues of escape from life, not boulevards through the center of life itself. True, there has been recently at least a small-scale resurgence of the liberal studies, as indicated by an awakened interest of citizens in extension courses offered by several metropolitan universities in Great Books and kindred subjects, a tendency which bespeaks the continuing appeal of these fields of knowledge and also the effectiveness of inspiring teachers of liberal subjects. At the same time it is quite apparent that extension courses in hat-making, dress design, interior decoration, television acting, and practical photography attract many more students than the courses in Great Books.

My mention of courses in swine husbandry, concrete engineering, and ceramic glazes is not intended to suggest any disparagement of such courses, and I do not imply that I look with disfavor upon intensive professional and technical education in colleges and universities in such fields as engineering, agriculture, law, medicine, dentistry, and the like. I have the impression, however, that such courses frequently burgeon beyond proven usefulness, that some of them are simply outgrowths of some professorial research programs (this is not intrinsically sinful, except when a limited field which might reasonably be covered in a few seminars becomes attenuated into a full-blown course), and that perhaps too many professors of these professional fields proceed in their teaching on the assumption that they must hand out *all* the facts and principles of their disciplines to their students via their courses. The effect of such educational convictions and practices is to put the squeeze on the liberal studies which then too frequently give way before the onslaughts of the extreme professionalists.

Liberal arts professors are in considerable degree responsible for the success of this squeeze, for they have too often failed to defend their liberal studies against their extremely professionalistic colleagues or against certain college and university administrators who regard a university education chiefly as preparation for a trade or profession or, in the case of possessors of two X-chromosomes, for *Kuchen* and *Kinder*. The too-frequent failure of professors of liberal studies to defend their educational convictions would make an interesting study in psychology. I suspect that such failure may be in part due to the excessive politeness of such professors, or to a superabundance of meekness, or to an inferiority complex resulting from the fact that they are only infrequently summoned to Washington to commune with our statesmen on matters of high government policy, that they are rarely whisked across the seas in government planes to consort in an advisory capacity with admirals, generals, roving ambassadors, and other Missourians, or that they are almost never the recipients of honoraria from manufacturers of synthetic fibers, hydroelectric dams, and super-detergents. Or it may be that professors of the liberal studies, seeking reasonably rapid promotion to the stratosphere of full professorships, have expended so much time and effort in the prosecution of research with the objective of frequent publication in the scholarly journals that they have become immured in their circumscribed research areas to the extent that they have forgotten the educational implications of the liberal studies as a whole and have failed to promote the real, yet demonstrable virtues of their disciplines.

If they wish to recapture lost ground for the liberal studies or to restate in clarion tones the significance of such studies, professors, and lay devotees of the liberal arts may utilize two methods of campaign: first, they may work upon and with their colleagues in professional curricula and schools to bring them to a clearer recognition of the value of liberal studies, and, second, they may state from time to time to their students, to the parents of their students, to sympathetic members of the press, and to those engaged in other professions the value and significance of the liberal studies in contemporary life. In utilizing the first of these methods, professors of the liberal arts should have no great difficulty, for there are

many faculty men in professional curricula and schools who are becoming increasingly aware of the value of a liberal education as a background for professional careers and who are most anxious to cooperate with liberal arts professors in the selection of suitable courses for their students. My experiences in this respect are extremely encouraging. One of my friends, a distinguished professor of engineering, has recently expressed to me his belief that some of the students in his college take too many courses in engineering. He added that his engineering college had set up a committee to investigate the possibility of fitting more liberal studies into its curricula, even at the expense of transferring certain engineering courses from a required to an elective status. Another distinguished engineer, a professor in my own university, stresses to his students the importance of their acquiring the ability to use the English language with accuracy and precision and of the professional value of their appearing before fellow engineers as literate, educated human beings. A few months ago the dean of a famous medical college wrote me that specialization in pre-medical training begins too early in the careers of many freshman and sophomore students and that he should prefer to have matriculating in his institution students with perhaps somewhat less work in the sciences and somewhat more work in the humanities and social sciences. Liberal arts professors and laymen alike, seizing advantage of this apparently expanding trend, might well extend, with the friendly cooperation of forward-looking professors and administrators of technical and professional schools, this encouraging recognition of the value of liberal studies in professional training. In utilizing the second method of campaign, namely, the occasional statement in public of the true values and significance of liberal studies, advocates of such learning have much material to draw upon. Dozens of addresses presented at Phi Beta Kappa initiation banquets, scores of commencement speeches, and uncounted papers (including this one) in scholarly journals have extolled briefly and lengthily, enchantingly and dully, incisively, and foggily the many virtues which issue from the study of the liberal arts and sciences: the development of critical attitudes, of tolerance of other people and of their ideas, of good taste, of high ethical values, of

### THE KEY REPORTER

Published quarterly November, February, May, September by the United Chapters of Phi Beta Kappa at the Rumford Press, Concord, N. H. Editorial and executive offices, Phi Beta Kappa Hall, Williamsburg, Va. Editorial opinions contained are those of the writer and not necessarily those of the United Chapters of Phi Beta Kappa. Advertising rates upon application. Subscription, 20 cents a year, \$1.00 for five years. Entered as second-class matter at the post office at Concord, N. H., December 10, 1935, under act of March 3, 1879. Additional entry at the P.O., New York, N. Y.

Editor: Diana Chang. Book Committee: John Cournos, Armour Craig, Eric F. Goldman, Alain Locke, Kirtley F. Mather. Consulting Editor: Carl Billman.



analytical viewpoints, of the clear and polished use of one's mother tongue, of logical thought. For me to restate and re-examine these oft detailed benefits would be both presumptuous and inexcusably repetitive. I shall, therefore, conclude this paper with a brief discussion of three aspects of the significance of liberal studies which I believe have not been sufficiently stressed.

First, the study of the liberal arts and sciences can be a most pleasurable experience, pleasurable not only at the time of formal study of these subjects, but pleasurable in increasing measure throughout life. In recent years bulls issued by certain groups of professional educators have stressed as the major objective of education the solution of "real-life problems" and the meeting of "real-life situations." According to such dogma, the ends of education

(Continued on page 11)

## ...Preserving Values

By Charles G. Osgood

Holmes Professor of Belles-Lettres, Emeritus  
at Princeton University

WAS EVER a human generation so exercised about its education as ours? And was there ever such confusion of counsel and practice? "Educators" and parents, professionals and laymen, continually discuss, revise, reform, reject, restore. Theories, courses, methods, schemes, "objectives," "integration," are in unceasing flux, afloat in a denatured and cloudy idiom, the language of "teacher-training." Elementary and secondary education have been diluted by "social" fads and senti-

mental false notions of democracy; and higher education is confused, unstable, and off-center. That is, if you still conceive its center to be the free-enlightened man, with all his God-given powers, intellectual and spiritual, unfolding and active to their full potential.

Perhaps most education for the last 2,500 years has been a bit off-center, partial to one intention or another. The Greek and Roman education was chiefly forensic. The medieval was scholastic. In Renaissance times, and even unto this present century education has been in the larger sense literary. At this moment what is it? Practical? Materialistic? Social? Concentrated upon the present, scornful or at least negligent, of the past, skeptical of the future?

All great schemes of education have had their rise and fall, according to the society that produced them, their cycles of high florescence, of unstable equilibrium, of decline into prescription and formula, to sink and rise again in a new birth of mind and spirit. Perhaps we are in the turmoil of such a revolution, on the eve of a new renaissance, a new and stable education, a new evocation of the whole man into his fullest powers. Meanwhile, we teach a trade, we induct into a profession, we specialize, departmentalize, dispense information, regiment with bibliography the "superfetation of the press," as Johnson called it, trusting that real education will accrue to the student as a by-product. With him as an individual we are not too much concerned.

Older men and women who had their experience with Latin and Greek, with grammar and rhetoric, with mathematics and history, in short with the humanities — not always too well administered either — seem withal to be possessed of a capacious and mature culture not often realized in our latter-day education. Critics deplore the passing of the humanities, or, for the more tender years, of the three R's, as the cause and seat of our distemper. They blame the sciences for crowding the humanities, long-tested and approved,

## ...The Task at Hand

By William T. Hastings

Professor of English at Brown  
Chairman, Committee on Qualifications

THE WORK of the Committee on Qualifications of Phi Beta Kappa during the last few years has brought it into close contact with the struggle for survival of the liberal ideal in the educational institutions of our country. Educational theorists are never at rest, and curricula are in a state of permanent instability. Just now the trail of the President's Commission's Report on Higher Education, as of the Harvard Report, runs like a saber scar across college catalogues, promotional pamphlets, and presidential outgivings. Harvard handed the jargonists the horrid word "core," and perhaps has also helped to vulgarize the words "survey" and "area." The President's Commission, more disastrously, has given national currency to the antithetical phrases "general education" and "specialized training," the combination of which is assumed to constitute the ideal college curriculum.

The Commission proposes "to redefining liberal education in terms of men's problems . . . to invest it with content that is directly relevant to the demands of contemporary society." Its purpose "is to raise general education to

a position of equal dignity and importance (my italics) with vocational and professional education." General education, it says, is "liberal education with its matter and method shifted from its original aristocratic (sic) intent to the service of democracy." That this aim is authoritarian rather than democratic and thoroughly acceptable in Moscow will be perfectly clear if for "service of democracy" we read "service of the (democratic) state." A better definition of general education may be deduced from the catalogues of eager institutions. It is, I would suggest, liberal education gnawed down to a "core" and "integrated" into a two-year "survey" of human knowledge, leaving the last two years of college free for studies which have *relevance*; i.e., studies which are directly pointed toward such near objectives as good marital behavior, harmony in home decoration, democracy, and "global thinking," or which provide training for bond salesmanship, or which set the undergraduate well on his way to a profession.

It is scarcely necessary to observe

(Continued on page 7)



off the academic field. And they say, too, that the humanities have become so infected and infested with the scientific method and habit that they have lost most of their humanity. The criticism is valid, if superficial.

But the sciences and the scientists are not to blame. There are rich resources of humanism in every science, and science rightly administered may be as humanistic a discipline as any other. It is not a struggle between science and the humanities that engages us, but the urgency of regaining humanity for all our education, since all liberal subjects, if rightly applied, are humanities.

Our present confusion arises out of our vague and various conceptions of the chief end of man. We have much to say about what he should know — whether this or that. We give little heed to what he should be and what he should do. And this default of our schools is the default of the big world.

Observers of the times remark the individual's latter-day loss of identity, dignity, and spiritual importance. This loss, along with its political, social, and economic damage, has gravely impaired our processes of education and enfeebled the relation between teacher and taught. For, after all, this relation is the prime condition of a humanistic education. The teacher as individual and the student as individual make up the cast of this educational drama; the rest are supernumeraries. As the individual declines, so declines his human value, and the exciting drama of his education is reduced to a mere process.

Conditions have adulterated our teaching into an endeavor to educate young people *en masse*. Our institutions boast their big enrollments. They

should boast rather their smallness, or at least the small number of students to each member of their teaching and advisory staff. Students are not mere receptive (or unreceptive) units of a large be-lectured audience, all alike. Every student is a unique assembly of talents, potentials, defects, possibilities, and should excite and arouse a teacher as a great subject and a clean canvas arouse the painter. Here may begin the drama of liberating and bringing to life all the powers and appreciations still embryonic in this individual student. One remembers how Socrates was midwife to the minds of young men. The good teacher revels in his chance to take part in expanding this younger person's knowledge of his world, in awaking him to enjoyment and appreciation of its beauties both in art and nature, in extending and correcting his scale of values, in helping him to mature his skill in the use of his powers, and in disposing him to use them to high and right results.

Not from curricula and theories and methods and schemes and psychologies will our salvation come, but from the hands of teachers like these. Of whatever education the world has achieved such teachers have been the soul and life. Some are famous, many have been forgotten, many more were known only to the students they raised up.

The humanistic teacher must be a

scholar, knowing well his subject and growing in it; he must feel a strong instinct to share it with others. He must transcend his subject, partly by feeling its relation to all other things, visible and invisible, partly by a constant sense of its value in terms of human life. He should know with sympathy and understanding as many sorts and conditions of men as he can.

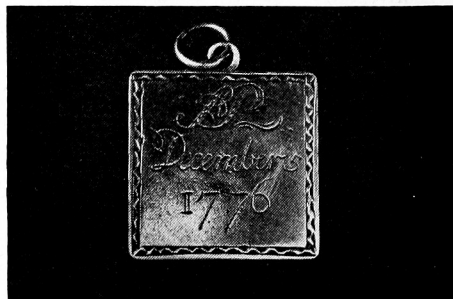
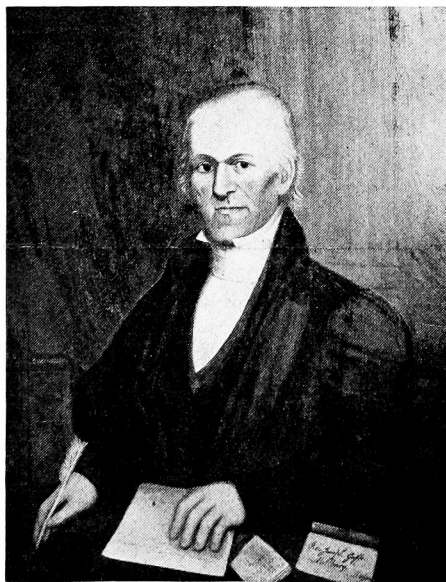
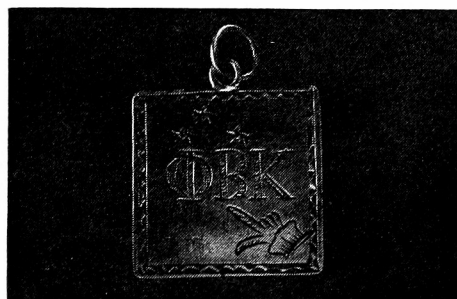
He cannot be indifferent to the human beings who come to him for instruction, or regard them as mere receptacles of facts. He must feel even a passionate concern in the welfare of mind and spirit of every man exposed to his learning, his observation and experience, distinguishing each as an individual human being, using his utmost sympathy and acumen to discern the student's needs and engage his response. Not by proselyting, but by a deeper process of superinduction will he encourage the young man's growth in mental stature.

The teacher must, above all, attain to reasoned convictions about life and its mysteries. He should incarnate his subject and impart it not only by systematic instruction but with all the force and charm of infectious personality God has given him. If the rest is right, he will do this unconsciously — the more unconsciously the better.

To such conceptions of the educated man and the teacher all plotting of courses, schemes, objectives should be subservient. What other polar focus can be found to resolve our confusions and bring our education back into a safe humanistic balance?

True, the times do not favor it; indeed, in some quarters they are inimical to it. But so much more

(Continued on page 11)



Joseph Goffe, Dartmouth 1791, was awarded one of the earliest ΦΒΚ medals now in existence. The medal is in the possession of Mr. Goffe's great granddaughter, Mrs. Elizabeth Goffe Crawford, ΦΒΚ Wisconsin, whose husband, Clarence, and eldest son, Richard, are members of the Kansas Chapter. Joseph Goffe was for 36 years a minister in the Congregational Church at Sutton (now Millbury), Massachusetts, drawing a salary of £75 and 10 cords of wood. He died in 1848.



that in the view of our Committee, as, I am sure, of the great majority of our Society, the whole undergraduate experience in a College of Arts and Sciences — “distribution,” “concentration,” and experimental free election as well — should be regarded as essential parts of a liberal education, and that the disintegration of the four-year liberal arts program can only result in an irreparable loss. (We are not here concerned, of course, with the legitimately different programs and goals of professional, technical, business and trade schools.)

My superficial references to the philosophies now in conflict are for general orientation and have already taken too much of my space. What, the question is, has been the experience and observation of the Committee on Qualifications as it has gone about its work?

The immediately obvious fact is that except in some of the more secure and independent institutions considerable adulteration of the liberal arts curriculum and of the requirements for the liberal arts degree has taken place. It is the result of one or more of the several well-recognized pressures: the desire of students and their parents for job-training, the severe selectivity of professional schools, the “professional” requirements of State Boards of Education, a desire (the motivation of which may be pure or impure) to keep up with the latest educational theories, and competition for students in each geographical area.

The surrender to the schools in the matter of entrance requirements a long generation ago has had its natural consequence on the college level. In institution after institution, beginning with some of the more influential state universities, the foreign language requirement has been dropped or greatly reduced or put on a departmental basis. The smaller institutions have often felt compelled to follow in the footsteps of their larger neighbors. In a good many thoroughly sound institutions, moreover, it is no longer possible for a student to arrange an adequate concentration in a foreign literature. Departmental foreign language requirements, where these have replaced an institution-wide requirement, have often a vocational rather than a cultural motivation: “German for Students of Science” is merely a “tool” course. That the study of a foreign literature in the original has an aesthetic justification,

that it also introduces one intimately to another cultural heritage than our own and so to speak to the flavor of personality of another people, and that it enriches as well our understanding of our own literature and sharpens our power of expression in our own language seems too often overlooked. Indeed, there are signs that English is going the same way as the foreign languages, since it too is often classed as a “tool.” A tool it is, but were that all we might be content to teach merely “Business English,” “Engineering English,” “Story Writing for SEP,” “Profiles for *The New Yorker*” — as some institutions already virtually do.

The situation of pure mathematics is not dissimilar. The department is of



*Ballot Box of the Brown Chapter*

course kept alive by the requirements of the department of science and engineering. But of the contribution which mathematics, even on a rather elementary level, has to make to the quickening and widening of the imagination or to general mental discipline little count seems now to be taken. “Discipline,” of course, is — or till recently *was* — a discredited concept. Too many college graduates of today count on leaving mathematics to the adding machine, as they leave spelling to the stenographer.

Our study also has made clear to us the crowding of vocational subjects into the curriculum, and the giving of a vocational slant to subjects which need not be so treated. Of the first class probably the least likely to be disputed is Physical Education, in which many

colleges permit a “major,” greatly to the convenience of the football team and others who hope to be “recreational leaders” in the public schools. Similarly blessed by Boards of Education are courses in Applied Music (Band Conducting, etc.), in Practical Art (Design for Advertising Copy, etc.), and in “Speech Reeducation.” Of the practice of slanting courses away from history and theory toward practical applications, often technically minute, the programs in Business Administration furnish many examples, as does also Dramatic Arts. Majors in all these subjects, as also in Education, Engineering, Home Economics, Journalism, Nursing, Medical Technology, Occupational and Physical Therapy — and the list might be extended — seem to us objectionable from the point of view of Phi Beta Kappa.

Options among the under-class required courses are sometimes so arranged that students can choose courses which have “relevance” instead of courses in subjects which are at the heart of a liberal education: “cultural in content and reflective in approach . . . informative . . . disciplinary . . . liberative,” in the words of Professor Theodore Greene. Examples of such options would be Sociology instead of History, Psychology of Education instead of Philosophy, Accounting instead of the Principles of Economics, and Speech instead of English Literature.

Heavy specialization in the undergraduate years, either within the regular four-year curriculum or in conjunction with a so-called “combined curriculum” (three years in the College and in place of the senior year the freshman year at a professional school), also takes its toll. The chief sufferers, from the point of view of a liberal education, are the pre-medical students and those in the professional curriculum in chemistry. It is fair to say, I think, that those who carry pre-professional specialization as far as the local rules permit come considerably short of a well-rounded liberal education.

No doubt undue specialization is possible and is actually found in other fields, particularly, perhaps, in the Sociology-Psychology area. Some institutions seem unaware of this danger; all are probably in some degree helpless. However, it must be said that official guidance toward a liberal program might be more effective. At one insti-

*(Continued on page 11)*



# The World Since Darwin

EVOLUTION EMERGING. By William King Gregory.  
(Volume 1: Text; Volume 2: Illustrations.) Macmillan. \$20.

*A Review by Kirtley F. Mather*

OF ALL the many generalizations that have been considered concerning the nature of our world, the one about which we are most certain is the concept that ours is a changing world. The universe is dynamic, not static. Most of us believe confidently that all change takes place in an orderly fashion, that our reasoning minds find response in a rational universe. To discover the regularities and regulations, the processes and trends of all the changes in the universe is the obvious challenge to those who so believe. Indeed, there is little, if any, truly scientific research anywhere in the world today without some contribution, direct or indirect, to this search. Knowledge of both organic and inorganic evolution has increased at an accelerating rate during the last hundred years, and most of that knowledge, if not all of it, has increased our confidence in the belief expressed above.

Actually, it is only ninety-two years between the dates of the publication of Darwin's *Origin of Species* and Gregory's *Evolution Emerging*. A comparison of the factual data and trustworthy inferences presented in the two books is a fair measure of the progress of the biological sciences in those ninety-two years. Gregory was born six years before Darwin died; thus the lives of these two men encompass the entire period during which "evolution" advanced from a highly speculative idea to a firmly established and exceedingly fruitful conceptual scheme.

Like Darwin, Gregory has marshalled all the available information known to him, that bears upon the history and development of living creatures throughout geologic time. He was, however, even more dependent upon his fellow workers for the performance of this well-nigh superhuman task than was his venerable predecessor. This debt to his colleagues is appropriately indicated by his designation of the book as "A Collaborative Work of The American Museum of Natural History and Columbia University," and by the

bibliography which occupies 144 pages.

It is immediately apparent, however, that Gregory has aimed at something far more valuable than an unabridged compendium of descriptive data concerning the fossils of various geologic ages and geographic regions. His book has a subtitle, *A Survey Of Changing Patterns from Primeval Life to Man*. The recognition of life patterns and the search for understanding of the nature and causes of the changes in those patterns comprise in fact the central theme of his magnificent endeavor. Limiting himself to the animal kingdom, with only an occasional word concerning plants, he has gained deep and rewarding insight with regard to the operations of evolutionary processes. Thus, his book appropriately serves two needs, arising separately or concurrently in the minds of his readers.

It may be consulted for authoritative information concerning the record of ancient life and the interpretation of that record which appeals to the recognized experts who have studied it. Here, Gregory has skillfully avoided the pitfall of excessive detail by constantly directing attention toward patterns rather than minutiae of forms and by adroit use of the many excellent illustrations in Volume 2. The reader sees the forest as well as the trees.

But in addition, one finds answers to many of the deeper questions that spontaneously arise from the presentation of so many significant and interesting facts. "Perhaps the greater part of the causes of evolution lies deep within the nature of heredity mechanism and its reactions to Natural and Artificial Selection; but on the phenotypic plane of observation, although the facts of evolution are infinitely varied, many of the leading principles of evolution when once grasped by the observer appear to operate at all levels of organization, from inorganic material

(Continued on page 10)

Kirtley F. Mather, professor of geology at Harvard University, and book review editor of the *American Scientist*, is president of the American Association for the Advancement of Science.



## PHILOSOPHY, RELIGION, AND EDUCATION

Alain L. Locke

THE RISE OF SCIENTIFIC PHILOSOPHY. By Hans Reichenbach. *University of California*. \$3.75.

A concise, authoritative but non-technical analysis of the impact of recent scientific thought on traditional philosophy, concluding that many of its stock problems are today obsolescent.

EVOLUTIONARY THOUGHT IN AMERICA. By Stow Persons (ed.). *Yale University*. \$5.

A comprehensive but lucid examination of the many-sided influences of evolutionary theories on the basic trends of American scientific, social and cultural thinking in the 19th century.

THE WALL OF SEPARATION BETWEEN CHURCH AND STATE. By Conrad Moehlman. *Beacon Press*. \$3.

A vigorous defense of the American tradition of the separation of church and state, with particular reference to current issues of moral and religious training in public school education.

## FICTION, POETRY, AND THE FINE ARTS

John Cournos

WILLIAM BLAKE. By H. M. Margoliouth. *Oxford*. \$2.

An interesting addition to the excellent Home University Library. Man and poet explained.

OXFORD JUNIOR ENCYCLOPEDIA. VOL. VI: COMMUNICATIONS. *Oxford*. \$8.50.

Designed for the young, adults will revel in it. The editors, Laura E. Salt and Robert Sinclair, have made of it a work of art as well as a book of information. Communications means lots of things here: telepathy, language, speech, flags, as well as ships, balloons, plans, railways. gorgeously illustrated.

VOYAGE TO WINDWARD. By J. C. Furnas. *Sloane*. \$5.

Full-length biography of Robert Louis Stevenson. The "legend" debunked, but the man remains. Excellent.

(Continued on page 10)



## Anniversary Programs continued

Jersey and the chapters at *Rutgers* and *Princeton* are planning a joint celebration at the time of the anniversary. The principal speaker will be Dr. Lewis Webster Jones, new president of *Rutgers*.

*Franklin and Marshall College* will hold a public celebration on December 6 at which Dr. Christian Gauss of *Princeton* will speak on "Can Man Make History?" Invitations will be sent not only to members of the chapter, but also to Phi Beta Kappa members living in and around Lancaster and Reading, as well as to other neighboring chapters.

*Hunter College* will hold a special meeting on December 5 at which Judge Dorothy Kenyon will speak. There will also be a talk by the chapter president on the history of Phi Beta Kappa, and a musical program presenting the work of Phi Beta Kappa composers.

*The Kansas City Association* is holding a Founders Day meeting at the University of Kansas City on December 5. The anniversary dinner will be followed by an address by Dr. Harlow Shapley, Director of the Harvard College Observatory.

*The Memphis Association* and the *Southwestern chapter* are planning a special program for its joint annual dinner meeting in December. In addition to a guest speaker, they are arranging to have a talk on the history of Phi Beta Kappa and of the local group's growth and development.

*Miami University*, Ohio, is working on arrangements for a special luncheon or dinner with a guest speaker on December 5. The college paper and local press will report the occasion in full. The anniversary will be recognized at one of the weekly student assemblies.

*The University of Missouri* plans a joint celebration commemorating both the 175th anniversary of the Society and the 50th anniversary of the chapter. The celebration includes a banquet and a program of the annual Arts and Science Assembly on December 4, both of which will recognize the two anniversaries. A directory of all members elected by Alpha of Missouri will be published in connection with the anniversary celebration.

*The New Mexico Association* will hold its annual meeting on December 8 to celebrate the anniversary. Mr. Hugh

B. Woodward, Albuquerque attorney and a member of the Phi Beta Kappa Associates, will give an address in commemoration of the occasion. A second speaker, still to be selected, will round out the program.

*The University of North Carolina* hopes to hold its fall initiation meeting on December 5 and obtain a guest speaker who will discuss the first 175 years of the Society.

*The Woman's College of the University of North Carolina* will award at the college chapel meeting on December 4 the \$25 prize presented each year to the junior with the highest average in her first two years at the College. The new president of the chapter may also make some remarks appropriate to the occasion.

*The University of North Dakota* regularly holds its fall initiation ceremonies on December 5. This year it will mark the day with a special program and a guest speaker.

*Ohio University* will have a speaker at its anniversary meeting. It is also arranging a display of interesting material concerning both the earlier history of Phi Beta Kappa and its present activities.

*The Philadelphia Men's Association* plans to hold an anniversary dinner on the evening of December 5, at which the Honorable Arthur T. Vanderbilt, Chief Justice of the State of New Jersey, will talk on the founders of the Society and their interest in public life.

*The Western Pennsylvania Association* will hold an anniversary meeting either December 5 or 7 at which Dean Christian Gauss of *Princeton* will be guest speaker.

*Randolph-Macon College* will hold its regular fall meeting on December 5 to observe the anniversary. At that time, Dean T. McN. Simpson, Jr., Professor of Mathematics, will read a paper based on his restudy of Newton's *Principia*.

*Randolph-Macon Woman's College* will celebrate the anniversary with a dinner and a convocation at which there will be appropriate talks and music. Members of the chapter and Phi Beta Kappa members in Lynchburg will attend.

*The College of St. Catherine* will hold its usual December convocation on December 5, with the chapter president commenting on the origin and signifi-

cance of the Society. There will also be a guest speaker.

*Trinity College* will hold a special meeting of the informal "smoker" type on December 5. Dr. Arthur Adams, chairman of the New England District of ΦBK, will speak on the chapter history.

*The University of Vermont* will hold an annual dinner meeting on December 5. Dr. Horace Kallen of the New School of Social Research, New York, will give the address.

*Wake County Association* and *Wake Forest College* plan to observe the anniversary jointly at a dinner and initiation meeting at Wake Forest College. There will be a scholarly address, and a procession in full academic regalia.

*The University of Washington* is planning a program to include initiation of new members, a dinner for all members in Seattle and the surrounding towns, and a concert of eighteenth century music on the harpsichord and the viola da gamba.

*Wells College* has arranged a library exhibit of material pertaining to Phi Beta Kappa during the anniversary week. On December 5, President Louis Jefferson Long will give a chapel talk on the history and significance of Phi Beta Kappa.

*West Virginia University* will hold appropriate exercises on the evening of December 4. Guest speaker will be Professor Maurice Graham Brooks who will talk on "West Virginia and Its University." Following the address by Professor Brooks, the chapter will hold a reception for members and their guests.

*Wheaton College*, which is centering this year's program around acquainting the campus at large with the objectives of the Society, will open the March initiation meeting to the college. The chapter plans to open the ceremony once in each college generation to give students a better understanding of the significance of Phi Beta Kappa.

*The Central Willamette Valley Association* will hold a dinner on December 5 on the campus of Linfield College in McMinnville, Oregon. The anniversary program will include an address by Dr. Norman Huffman of the Willamette University faculty on "A Scholar's

(Continued on page 10)

# KEY PERSONNEL

Rates for items in the "Key Personnel" column are ten cents per word for a single insertion, seven cents per word for two or more consecutive insertions. Replies should be addressed to Member No. —, care of THE KEY REPORTER. All replies will be forwarded promptly to the advertiser.

This column is maintained as a convenience for members of Phi Beta Kappa. The United Chapters takes no responsibility for placing or recommending applicants.

784. (Mr., N. Y.) B.A., Rochester (Division of Honor Studies); M.A. Columbia, 1951, English and Comparative Literature; age 24; single; veteran. Available now. Desires position in Northeast.

787. (Mr., N. Y.) Age 31, single, A.B. *magna cum laude*, Fine Arts, Catholic University of America. Desires position as aid in art gallery, museum, New York City.

789. (Mr., N. Y.) A.B., LL.B., Cornell. Attorney; desires position corporation legal staff or as house counsel. Sixteen years experience in general practice and specialized corporation work. Age 39, married.

791. (Mr., Calif.) History and international relations Ph.D.; age 36; six years college teaching. Will consider anything, business or education, here or abroad. Salary secondary.

794. (Mr., Ill.) B.A., M.A.; married; veteran. Industrial house organs editor and public relations man; experienced cameraman, editor, and writer. Four years university teaching. Want editorship or P. R. job; or college job combining P. R. and teaching.

795. (Miss, Colo.) Age 50, Ph.D. 1951, Spanish and Spanish-American History, M.A. Latin, wants research, translation, or teaching, college or junior college.

796. (Mr., N. Y.-Pa.) Age 29, single; teaching, research, anthropology or sociology; M.A. and prelims Ph.D., held fellowship; publication; travelled abroad; fluent German, knows French. Special fields: Applied Anthropology, Community Dynamics, Social Communications, Personality and Culture, Middle-East and Africa, population problems of non-literates.

797. (Mr., R. I.) Ph.D. in religion. Member Brown faculty. Age: 28; married; two children. Desire teaching position in liberal arts college anywhere in U. S.

798. (Mr., N. Y.) B.S.S., City College, N. Y.; M.A. New School, N. Y. Psychology; desires research position in psychology of Art.

799. (Mrs., Pa.) B.A. Wellesley 1934; M.A. Columbia 1936; M.A. history of art, Bryn Mawr 1950. Eleven years' experience teaching high school English. Desires position Phila. area in museum, art gallery, bookstore, publishing.

800. (Mr., Calif.) Desires camp, small school, or resort position. Psychology (B.A., one year graduate); folk dance instructor (four years); ballroom dance teacher (one year); social recreation leader; vocalist with guitar. Single, 28.

801. (Miss, Ill.) A.B. *magna*, plus graduate study. Ten years' experience writing, editing, research for U.S. government and educational publisher. Sound background in literature, political science, geography. Good Spanish, some French. Willing to use stenographic skills if incidental to more creative work. Full-time or free-lance. Now Chicago, but would probably like your town too.

802. (Mr., Wis.) Historian. Broad background also in social sciences, medicine and practical jobs. Perfect French and German. Previously five years in France. Now university professor. Desires position in France.

## Mather continued

and forces outward along the diverging paths of descent with modification. . . . Undoubtedly the individual animal receives through the interaction of heredity and environment some sort of regulating or adjusting system whereby the dangers which its kind have been accustomed to meet are usually rendered nugatory. . . .

"The concept of holism correctly emphasizes that the living body as a whole is greater and different from the mere summation of its parts; but the body includes many automatic mechanisms which tend to correct any deviation beyond safe limits; this may only show that the interaction of genetic and environmentally selective factors over long periods has been sufficient to produce the abstraction that there is some sort of superior field of force which regulates all the others. . . . And so the cosmic kaleidoscope keeps turning round and round, slowly but endlessly dissolving old combinations while creating new patterns, new values, new opportunities."

Gregory has by no means finished the work that Darwin started, but he and his countless unnamed colleagues have made great progress along the way toward an unreachable goal. It was Seneca who said, long ago, "Our forefathers have done much, but they have not finished anything." By the same token, those who follow in the footsteps of the great men of past and present will not finish things either. But that is as it should be; evolution is a process, never ending, never finished. Each step forward opens new opportunities for continuing endeavor.

## Recommended Reading continued

### SOCIAL SCIENCES

#### Eric F. Goldman

THE UPROOTED. By Oscar Handlin. *Atlantic, Little Brown.* \$4.

A breakaway from the usual analysis of the impact of the immigrant on the United States, this authoritative study concerns itself, often in prose of poetic insight, with the meaning of immigration to the 35,000,000 human beings who left home for America between the 1820's and the 1920's.

AMERICAN DIPLOMACY, 1900-1950. By George F. Kennan. *University of Chicago.* \$2.75.

One of the State Department's most generally respected experts (at present on leave) offers six trenchant lectures which argue that America should stop viewing foreign policy in terms of legal, moral, or even "defense" considerations and concentrate on working out a practical balance of power.

### LITERARY HISTORY AND CRITICISM

#### G. Armour Craig

DRAMA AND SOCIETY IN THE AGE OF JONSON. By L. C. Knights. *George R. Stewart.* \$4.25.

The first American publication of a notably successful English study of the relations between social and economic history and literary form.

THE CONTINUITY OF POETIC LANGUAGE. By Josephine Miles. *University of California.* \$5.

A study, based on statistical methods, of vocabulary and syntax in poetry of the fourth decade of each century from the 16th to the 20th, with an appraisal of some larger, implied continuities.

THE NOVEL IN FRANCE. By Martin Turnell. *New Directions.* \$4.25.

A critical study, based on an examination of key passages, of seven French novelists, from Mme. de La Fayette to Proust.

## Anniversary Programs continued

Vocation and Avocations in Italy." Other speakers will be Dr. Harry L. Dillin, president of Linfield College, and Dr. G. Herbert Smith, president of Willamette University in Salem, who will talk about Phi Beta Kappa.

Wofford College will devote the entire student assembly program on December 5 to the anniversary celebration. Dr. Edward Moseley Gwathmey, president of Converse College, will be guest speaker.

THE KEY REPORTER



## Osgood continued

compelling the reason for maintaining it steadfastly in corners where we can, that we may hasten the renaissance that is sure to come.

"What, then, would you propose to do?" asked a humanistic scientist. "What program would you propose?" This is a matter beyond the reach of programs and campaigns. It must be propagated as any great faith is propagated, from person to person, individual teacher to individual student, by doctrine and incarnate example and such courage and sacrifice as befit a minority until the world, becoming slowly aware of what it is losing and what it has lost, will turn to those who have guarded the treasure, and reclaim it.

## Hastings continued

tution which I visited, for example, I was given a sheaf of departmental mimeographs prepared for the guidance of students in arranging their programs. In every case, I think, the department gave particular emphasis to the vocational and professional preparation provided by its courses, with minor or no attention to cultural values. These were promotional documents with a calculated "practical" appeal. The catalogue descriptions of courses too often have a similar promotional character.

Because we have found the pattern of illiberal tendencies so frequently recurrent, even in strong institutions which in many respects deserve the serious consideration of the Society, the Committee has drafted a set of "Stipulations" regarding eligibility for election to Phi Beta Kappa, covering many of the points to which I have referred. Some institutions will presumably be recommended to the approval of the Senate for charters with these stipulations attached. It is frankly an experimental tactic, but if approved may clarify the general position of our Society and strengthen the hands, in the colleges, of those who are fighting the fight for the preservation of liberal values in education.

## Fuller continued

should be largely centered upon such activities as the obligation to vote, an understanding of the operations of the offices of the Secretary of State, the fire department, the postmaster general, the local dog-catcher, and the soil conservation gentlemen, human immunization procedures, being an "effective consumer," attending PTA meetings, and adjusting all human beings to jobs for which according to infallible aptitude tests, they are fitted. Often implied in this view of educational aims is the depreciation of knowledge for its intrinsic value and pleasure, if it appears to have no social significance. I believe that knowledge, quite apart from its social utility, is valuable in heightening human happiness and pleasure and that, in such use of knowledge, there exists one of the most notable differences between man and animals. The pleasures which one can derive from the knowledge of literature, of human history, of the pure sciences may not be measurable in any scale of social values or by any known psychometric device, but that such pleasures exist and are real is indisputable. The liberal studies, of course, constitute the major sources of such major pleasures, of such pervasive inner satisfaction.

Second, the liberal studies present a historical view of man which has important philosophical implications. To one whose mental life is limited chiefly to the contemporary scene and to "real-life situations" of the immediate future the assumptions seem almost inevitable that this is a purely mechanistic universe, blind and insensate, that man is just another animal differing only quantitatively from the nether mammalia, that there are no absolute values in our world, that all values and attitudes are relative, that boogie-woogie is as good as Brahms, that soap operas are neither better nor worse than Hamlet and Pygmalion, that Rosa Bonheur merits no more nor fewer kudos than El Greco. Seen in their developmental and historical perspective through the avenue of the liberal studies, the human pageant and the creations of the human mind lead almost inescapably to the conclusions that this is not a blind and meaningless universe, that man differs qualitatively from all other living things, that there are absolute values and judgments, and that Herr Brahms and Herr Richard Strauss had

it all over Ethelbert Nevin and Duke Ellington. The approach to human learning by the avenue of the liberal studies establishes a rapport with the noble company of the learned across the centuries, a rapport which leads to a conviction of man's uniqueness and of the certainty of his magnificent destiny.

My third and final suggestion to emphasize the value and significance of the liberal studies is one which, I believe, has not been sufficiently considered by advocates of these studies and which is both dramatic and convincing. Recent history has demonstrated that dictators fear books and that, as a consequence of that fear, they ban, censor, and burn books. Without moralizing, those of us who are devoted to the liberal studies can make a telling argument by indicating the kind of books which dictators burn and the kinds which they spare. Hitler, Mussolini, and Stalin, to the best of my knowledge never burned books on dairy science, bridge construction, surgical practice, soil physics, electrical engineering, tax laws, and human nutrition. The books which they have most feared and which they have delivered to the flames were books on philosophy, history, political science, literature, the fine arts, and the pure sciences. Shall we admit that we, the citizens of a free world, are less conscious and less appreciative of the power of liberal studies to mold and elevate and liberate the minds of men than are the terrible dictators of the twentieth century?

Last summer in England on the banks of the Cam I heard a story which says, I fear, more effectively than this paper has done what the liberal arts can mean. Some years ago the Cambridge Appointments Board received this cablegram from an official in Calcutta: "Send tramway manager. Classics major preferred."



### Address Changes

In notifying Phi Beta Kappa of a change of residence, members are reminded that, whenever they are not able to indicate this change on a KEY REPORTER stencil, they should send not only their new address but the one to which their Phi Beta Kappa mail was previously sent. This information should be directed to Phi Beta Kappa, Phi Beta Kappa Hall, Williamsburg, Virginia.



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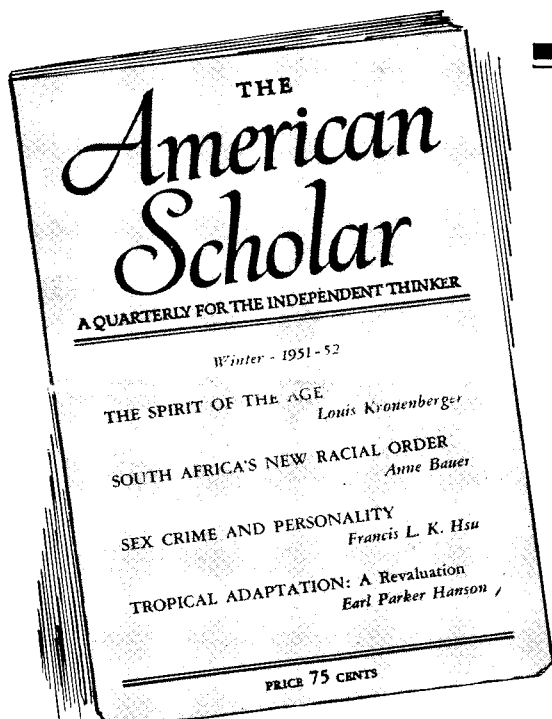
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